

Questions & Answers

What is Indicator 13?

As of February 2007, the U. S. Department of Education through the Office of Special Education Programs (OSEP) requires states to report data on 20 indicators related to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) on their Annual Performance Reports. The 13th Indicator relates to transition services for students: **“Percent of youth aged 16 and above with an individualized education program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals”** [20 U.S.C. 1416(a)(3)(B)]. The National Secondary Transition Technical Assistance Center has developed a OSEP-approved checklist to evaluate the transition planning components of the IEP, <http://www.nsttac.org/?FileName=indicator13>.

When should we mark NA for the Independent Living postsecondary goal?

Independent living includes the skills and knowledge an individual needs to direct his or her life at home and in the community. Transition assessments for independent living could address: (a) home living, (b) household & money management, (c) transportation, (d) community involvement, (e) sexual awareness, and (f) self-advocacy. After the IEP team discusses the student’s transition assessment information, the team can decide if transition services are needed to help the student reach his or her desired level of independence. DESE is currently developing a form to help IEP team decide if a postsecondary goal is needed in the area of independent living.

How should the postsecondary goals be worded?

Because the postsecondary goals are the student’s goals, we suggest wording them in first person. “After graduation, I will complete a degree in early childhood education.” It is also acceptable to use third person, “After graduation, Joey will earn a welding certificate through coursework at a vocational-technical school.” For younger students, this specificity may be difficult to obtain. If a student wants to attend college but is unsure of a major, the postsecondary goal might state, “Upon completion of high school I will enroll in courses at a community college.” There are also students who do not plan to pursue postsecondary education. An appropriate goal in postsecondary education/training might state, “After graduation, Tara will complete on-the-job training to expand her duties at the local grocery store to include cash register and deli positions.”

When will the new state example form be available?

The new state example has been drafted and is currently being vetted within the Department. Hopefully it will be available during the fall of 2007.

Can the 4-year plan be attached to the IEP and used for the course of study?

Yes, a 4-year plan can be attached to the IEP, and the course of study can state, “See 4-year plan.” It is important that the 4-year plan include a detailed list of courses, including specific courses that will help the student reach his/her postsecondary goals. If the courses are not uniquely titled (e.g. Algebra I is a unique title, but Math or Life Skills is

not), then additional information on the course content should be included either in the 4-year plan or in the course of study section on Form C.

When is consent required for transition assessment?

Consent is required for all formal transition assessments that are not given to all students in that grade.

When is an evaluation report required for transition assessment?

An evaluation report is required for all formal transition assessments that are not given to all students in that grade.

Which assessments are formal, standardized instruments?

Formal transition assessments have been tested for reliability and validity. Common formal assessments include:

Transition Planning Inventory

Clark, G. M., & Patton, J. R. (2006). *Transition planning inventory—updated version: Administration and resource guide*. Austin, TX: PRO-ED.

ARC Self-Determination Scale

Wehmeyer, M.L., & Kelchner, L. (1995). *The Arc's self-determination scale*. Arlington, TX: The Arc of the United States. Available online at www.beachcenter.org.

AIR Self-Determination Scale

American Institutes for Research. (1994). *AIR Self-Determination Scale*. Available on the Zarrow Center website, <http://www.ou.edu/zarrow/AIR%20User%20Guide.pdf>

Vineland Adaptive Behavior Scales

Sparrow, S.S., Balla, D.A., & Cicchetti, D.V. (1984). *Vineland adaptive behavior scales*. Bloomington, MN: Pearson.

Armed Services Vocational Aptitude Battery (ASVAB)

Practice tests available online at <http://www.military.com/ASVAB/>

Myers-Briggs Type Indicator Instrument

Myers, I.B., & Briggs, K.C. (1975). *Myers-Briggs type indicator personality instrument*. Mountain View, CA: Consulting Psychologists Press, Inc.

OASIS-III Aptitude Survey

Parker, R.M. (1983). *Occupational aptitude survey and interest schedule – Third Edition (OASIS-3)*. Austin, TX: PRO-ED.

Wide Range Interest-Occupation Test 2

Jastak, J.F., & Jastak, S. (1979). *Wide range interest-occupation test (WRIOT2)*. San Antonio, TX: Harcourt Assessment.

Choice Maker Self-Determination Assessment

Martin, J.E., & Marshall, L.H. (2000). *The choicemaker self-determination assessment*. Colorado Spring, CO: Center for Self Determination.

Work Adjustment Inventory

Gilliam, J.E. (1994). *The Work Adjustment Inventory (WAI)*. Austin, TX: PRO-ED.

Ansell-Casey Life Skills Assessment

Casey, J. *The Ansell-Casey Life Skills Assessment (ACLSA)*. Seattle, WA: Casey Family Programs: Available online at <http://www.caseylifeskills.org/>

Transition to Work Inventory

Friedman, L., Cameron, C., & Fletcher, J. Transition-to-work inventory. San Antonio, TX: Harcourt Assessment.

Liptak, J.J. Transition-to-work inventory (2nd Edition). Manassas Park, VA: Impact Publications.

BRIGANCE Employability Skills Inventory

Brigance, A.H. (1995). *BRIGANCE employability skills inventory (ESI)*. North Billerica, MA: Curriculum Associates, Inc.

What qualifies as informal transition assessment?

Informal transition assessments can include anything that helps the IEP team clarify the student's postsecondary goals and needed transition services. Common informal assessments include:

- Student and/or parent interviews
- Surveys
- Behavior Observations
- Situational Assessments
- Rating Scales
- Curriculum-Based Assessments
- Checklists
- Person-Centered Planning
- Environmental Assessments
- Medical Appraisals

For more information on informal transition assessments, please watch the presentation by Dr. Gary Clark on informal transition assessments

<http://itcnew.idahotc.com/st/training/cec/player.html>

Can a Church be an outside agency?

A Church is not typically considered an outside agency because they do not provide or pay for transition services. It is suggested that a Church be considered a volunteer site or activities at the Church can be included in transition services as the responsibility of the parent(s) and student. If the student is utilizing a Church service such as counseling, then the Church may be considered an outside agency similar to other counseling or social service agencies.